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ABSTRACT

Information is provided on the characteristics of Miami-Dade Community College (MDCC) students and their general education and liberal arts knowledge. The first sections of the report provide information on the development and administration of the General Academic Assessment (GAA), an instrument containing representative items in the humanities, sciences, social sciences, mathematics, and English usage; and background items about the students' age, college credits earned, educational and occupational aspirations, self-assessment of skills, and liberal arts background. Next, the characteristics of the sample of 1,048 MDCC students who completed the GAA (representing 3% of the total district population) are outlined. The bulk of the report consists of a tabular presentation of findings, covering: (1) means on GAA scales by age, number of completed college units, location of high school from which student graduated, highest degree held, when student anticipates receiving the associate degree, reason for attending college, race, whether or not English is the native language, career aspirations, and self-rating on scale-related skills; (2) means and percent change of means on GAA scales by number of completed courses in scale-related curriculum, and on total liberal arts scale by total number of completed college units; (3) number of completed math, English, social science, humanities, science, and total courses by race; and (4) means on discipline scales by race and related courses taken. Sample GAA items are included. (HB)

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THE COMMUNITY COLLEGE GENERAL ACADEMIC ASSESSMENT: MIAMI-DADE COMMUNITY COLLEGE DISTRICT, 1983

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Los Angeles, California

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THE COMMUNITY COLLEGE GENERAL ACADEMIC ASSESSMENT: MIAMI-DADE COMMUNITY COLLEGE DISTRICT, 1983

A Report Compiled by Michelle Riley

BACKGROUND AND PURPOSE

Since 1974 the Center for the Study of Community Colleges has been tracing trends in the liberal arts and transfer education by surveying students, faculty, curriculum, and instructional practices. The Center staff has conducted national studies of faculty, curriculum and instruction; surveyed regional cohorts of students; visited numerous colleges; sponsored workshops to bring people together to share ideas; and disseminated information through papers, conference speeches, and publications.

The various surveys and intensive studies yielded information on course requirements, student and faculty attitudes and demography, instructional practices, curricular sequences, and reasons for the rise and fall of the liberal arts and general education. But a complete picture could not yet be drawn. How much were the students learning? What did they know about science, social science, and the humanities? The extent of student knowledge -- the purpose of the enterprise -- was still unclear.

There seemed a need for a way of assessing students' knowledge of the liberal arts -- not course-specific knowledge, not knowledge for the purpose of placing students in courses, diagnosing their weaknesses, or comparing them with their fellows. The need was for a procedure to gain information that could be used in program planning and in apprising staff, clients, and constituents of the learning manifested by students who had taken liberal arts and general education courses in community colleges.

Accordingly, the Center staff developed and field-tested a student survey and general academic assessment that yields information about student knowledge in general education and the liberal arts. This General Academic Assessment (GAA) has representative numbers of items in the humanities, sciences, social sciences, mathematics, and English usage. In addition, it contains such background items about the students as age, the number of college credits earned, educational and occupational aspirations, self-assessment of their skills, and the number of liberal-arts courses taken.

The GAA was designed for use in community colleges. It assesses learning of cohorts of students, not the learning of individual students enrolled in certain classes. It will not be administered to students in universities nor will its results be compared with scores made on other assessments. It is for use in community colleges by community college educators as an aid to informing decisions about curricular modifications and estimating institutional outcomes.

SPECIFICATIONS

Source of Items

The questions in the demographic portion of the GAA were gleaned from questions that proved useful in the Center's 1980 and 1981 surveys of more than 12,000 students in Washington State and Los Angeles. Many of the questions on students' self-ratings of their academic abilities were extrapolated from the concepts defined by the groups working on Skills for Living in Dallas, associate degree and general education requirements in Los Angeles, the Arts and Sciences in the Maricopa District, and the Core Curriculum Approach to General Education in Miami. The item regarding race was entered upon request of Los Angeles District; the item on location of graduating high school was entered upon request of Miami-Dade District.

Items for the content portion were drawn from several sources. The National Assessment of Educational Progress provided numerous usable items in science, social science, and mathematics. Educational Testing Service made items in the humanities and social sciences available on loan for purposes of this project. The City Colleges of Chicago provided items in English usage. And Miami-Dade provided items in the humanities. Center staff members culled the items with the help of instructors and counselors from several California community colleges. Final selection was made by panels of staff members from colleges in Chicago, Dallas, Los Angeles, Miami, Phoenix, and St. Louis.

The current survey forms include 19 demographic and student experience questions and 57 items in humanities, 60 in English usage, 53 in mathematics, 59 in science, and 71 in social science.

Sampling

The sample was obtained by taking every twentieth eligible class section in each of the four campus' Fall, 1983 schedule of classes. In order to avoid bias due to the order in which courses were listed, a different starting point was randomly chosen for each schedule. Only sections with academic transfer-credits were eligible, hence did not include remedial classes, vocational-technical classes, adult education, or community services courses. Due to anticipated problems with the logistics of administering the survey, also excluded were: Laboratories and workshops, physical education, independent or directed studies, field studies, open entry-exit courses, and off-campus courses.

The class section was used as the unit of sampling because it is the most feasible way of administering a survey to the target population, community college students. It therefore achieves a random sample of students enrolled in transfer courses. However, it has the disadvantage of skewing the sample in the direction of full-time students. For instance, a student taking four classes has four times as many chances of being in a sampled class section as a student taking only one class. Nevertheless, the sample, based on duplicated headcount, is an accurate representation since the full-time students represent higher proportions of the full-time-equivalent enrollment in the district.

Administration

The survey is subdivided into five forms with each form taking approximately 50 minutes to complete. Students in each selected class were given one of the five forms on a random basis. Thus, the students could complete the assessment during one class period.

The administration and scoring procedures for the GAA are such that information is gained about cohorts of students, not about individuals. Specifically:

five equivalent forms are distributed at random to students to complete within a fifty-minute class period;

each form includes items in humanities, science, social science, mathematics, and English usage;

separate scores are tallied for each of the five areas.

A total of 2,385 questionnaires were sent to the four colleges, which administered the survey during the weeks of November 28 and December 5. Of these, 1,048 were returned, a return rate of 44 percent which represented 3 percent of the total district enrollment. The average time the students took to complete the questionnaire was 47 minutes.

Data Processing and Analysis

The first step in data processing and analysis involved converting the responses on the answer sheets to the proper numeric codes; each case was assigned 2 codes designating college and questionnaire form, and letter codes were converted to numbers such that A=1, etc. Once all answer sheets were cleaned in this manner, their data were punched onto computer cards, set up into five files (one for each form), and then put onto magnetic tape.

In the second step, the data were analyzed, using a prepackaged computer program known as the Statistical Package for the Social Sciences (S.P.S.S.). The cumulative scale scores for Math, Literacy, Science, Humanities, Social Science, and Total Liberal Arts were calculated for each form's file and converted to be made comparable across forms, according to the following procedure: the individual items that make up the scales were recoded so that the correct answer equaled 1 and any other answer equaled 0. Then, scores for the Math, Literacy, Science, Humanities, and Social Science scales were computed by adding the values (0 or 1) for all items comprising the scale, then dividing the total by the number of items in the scale, multiplying by 10, and rounding to the nearest integer. The last three operations were to make the scale scores comparable across all forms, standardizing the scales so that all had a value range of 1 to 10. The Total Liberal Arts Score was computed by adding the scores on the five field scales.

These cumulative scale scores, and the accompanying background data for each case, were then output from the five form files and combined into one computer file for the entire sample. This combined file was used to generate all analyses for this report.

SAMPLE CHARACTERISTICS

The sample of Miami-Dade Community College District students (N=1,048) for the General Academic Assessment survey revealed the following percentage distributions of background characteristics:

Age: 20 or less, 55 percent; 21-30, 33 percent; 31-40, 9 percent; Over 40, 3 percent (n=1,022).
Total Number of Completed College Units: 0-14, 30 percent; 15-29, 20 percent; 30-44, 17 percent; 45-59, 16 percent; 60 or more, 17 percent (n=989).
Number of Completed English Courses: none, 17 percent; one, 31 percent; two, 34 percent; three or more, 18 percent (n=985).
Number of Completed Humanities Courses: none, 26 percent; one, 33 percent; two, 25 percent; three or more, 16 percent (n=979).
Number of Completed Science Courses: none, 45 percent; one, 22 percent; two, 15 percent; three or more, 18 percent (n=965).
Number of Completed Mathematics Courses: none, 29 percent; one, 29 percent; two, 17 percent; three or more, 25 percent (n=970).
Number of Completed Social Science Courses: none, 26 percent; one, 23 percent; two, 27 percent; three of more, 24 percent (n=975).
Location of High School from Which The Student Graduated: Florida, 69 percent; another U.S. state, 10 percent; outside the U.S., 18 percent; not a high school graduate, 3 percent (n=1,043).
Highest Degree Held: A.A., 7 percent; bachelor's 3 percent; advanced degree, 3 percent; none, 87 percent (n=977).
When Plan to Earn A.A. Degree: June, 1984, 37 percent; June, 1985 or later, 58 percent; not working toward A.A., 5 percent (n=940).
Reason for Attending College: to prepare for transfer to a four-year college or university, 63 percent; to gain skills necessary to enter a specific occupation, 24 percent; to gain skills necessary to advance in a current occupation, 9 percent; to satisfy a personal interest, 4 percent (n=1,033).
Race: Black, 17 percent; Hispanic, 43 percent; white, 34 percent; other (including Asian), 6 percent (n=1,025).
Whether or Not English is the Native Language or Language Ordinarily Spoken in the Home: Yes, 54 percent; no, 46 percent (n=1,042).
Career Aspirations: advanced degree professions, 27 percent; allied health, 15 percent; applied arts, 5 percent; business operations, 6 percent; management and sales, 10 percent; social service, 7 percent; technologies, 14 percent; trades and crafts, less than 1 percent; not listed, 12 percent; not sure, 4 percent (n=1,048).
Campus: North Campus, 38 percent; Medical Center, 5 percent; New World Center, 37 percent; South Campus, 20 percent (n =1,048).

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PRESENTATION OF FINDINGS: TABLES

This section contains the following tables:

1. Means on Scales by Age
2. Means on Scales by Number of Completed College Units
3. Means on Scales by Location of High School from which Student Graduated
4. Means on Scales by Highest Degree Held
5. Means on Scales by When Student Anticipates Getting the A.A. Degree
6. Means on Scales by Reason for Attending College
7. Means on Scales by Race
8. Means on Scales by Whether or Not English is the Native Language
9. Means on Scales by Career Aspirations
10. Means on Scales by Self-Rating on Scale-Related Skill
11. Means and Percent Change of Means on Scales by Number of Completed Courses in Scale-Related Curriculum
12. Means and Percent Change of Means on Total Liberal Arts Scale by Total Number of Completed College Units
13. Means on Scales by Race and Whether or Not English is the Native Language
14. Number of Completed Mathematics Courses by Race, In Percentage
15. Number of Completed English Courses by Race, In Percentage
16. Number of Completed Social Science Courses by Race, In Percentage
17. Number of Completed Humanities Courses by Race, In Percentage
18. Number of Completed Science Courses by Race, In Percentage
19. Total Number of Completed Courses by Race, In Percentage
20. Means on Mathematics Scale by Race and Number of Completed Mathematics Courses, Showing Percent Change of Mean from No Courses to Three or more Courses
21. Means on Literacy Scale by Race and Number of Completed Mathematics Courses, Showing Percent Change of Mean from No Courses to Three or More Courses

22. Means on Social Science Scale by Race and Number of Completed Social Science Courses, Showing Percent Change of Mean from No Courses to Three or More Courses

23. Means on Humanities Scale by Race and Number of Completed Humanities Courses, Showing Percent Change of Mean from No Courses to Three or More Courses

24. Means on Science Scale by Race and Number of Completed Science Courses, Showing Percent Change of Mean from No Courses to Three or More Courses

25. Means on Total Liberal Arts Scale by Race and Total Number of Completed Liberal Arts Courses, Showing Percent Change of Mean from 0-5 Courses to Over 20 Courses

26. Means on Scales by Total Number of Completed College Units, Black versus All Other Races

27. Means on Scales by Total Number of Completed College Units, Hispanic versus All Other Races

28. Means on Scales by Total Number of Completed College Units, White versus All Other Races

MIAMI-DADE COMMUNITY COLLEGE DISTRICT GAA SURVEY: TABLE 1

MEANS ON SCALES BY AGE

	GENERAL ACADEMIC ASSESSMENT SCALES					
AGE	MATHEMATICS	LITERACY	SOCIAL SCIENCE	HUMANITIES	SCIENCE	TOTAL LIBERAL ARTS
20 YEARS OR YOUNGER	5.25	4.99	4.64	3.32	5.18	23.38
21-30 YEARS	4.66	4.43	4.47	3.11	4.93	21.61
31-40 YEARS	4.45	4.76	5.09	3.47	4.97	22.74
OVER 40	4.18	4.26	4.72	2.90	4.62	20.67
TOTAL SAMPLE	4.92	4.74	4.61	3.22	5.02	22.50

MIAMI-DADE COMMUNITY COLLEGE DISTRICT GAA SURVEY: TABLE 2

MEANS ON SCALES BY
NUMBER OF COMPLETED COLLEGE UNITS

	GENERAL ACADEMIC ASSESSMENT SCALES					
COMPLETED UNITS	MATHEMATICS	LITERACY	SOCIAL SCIENCE	HUMANITIES	SCIENCE	TOTAL LIBERAL ARTS
0-14	4.65	4.90	4.47	3.08	4.74	21.84
15-29	4.67	4.73	4.49	3.28	4.85	22.09
30-44	4.79	4.54	4.31	3.16	5.04	21.84
45-59	5.58	4.63	4.89	3.37	5.37	23.84
60 OR MORE	5.48	4.96	5.15	3.57	5.46	24.62
TOTAL SAMPLE	4.92	4.74	4.61	3.22	5.02	22.50

MIAMI-DADE COMMUNITY COLLEGE DISTRICT GAA SURVEY: TABLE 3

MEANS ON SCALES BY
LOCATION OF HIGH SCHOOL FROM WHICH STUDENT GRADUATED

	GENERAL ACADEMIC ASSESSMENT SCALES					
HIGH SCHOOL LOCATION	MATHEMATICS	LITERACY	SOCIAL SCIENCE	HUMANITIES	SCIENCE	TOTAL LIBERAL ARTS
FLORIDA	5.00	4.85	4.71	3.26	5.08	22.90
OTHER U.S. STATE	5.06	5.34	4.76	3.76	5.75	24.66
OUTSIDE U.S.	4.51	3.94	4.08	2.60	4.37	19.48
DID NOT GRADUATE	4.97	4.77	4.93	4.30	5.33	24.30
TOTAL SAMPLE	4.92	4.74	4.61	3.22	5.02	22.50

MIAMI-DADE COMMUNITY COLLEGE DISTRICT GAA SURVEY: TABLE 4

MEANS ON SCALES BY HIGHEST DEGREE HELD

	GENERAL ACADEMIC ASSESSMENT SCALES					
HIGHEST DEGREE	MATHEMATICS	LITERACY	SOCIAL SCIENCE	HUMANITIES	SCIENCE	TOTAL LIBERAL ARTS
NONE	4.99	4.85	4.64	3.26	5.02	22.77
A.A.	5.53	4.54	4.68	3.31	5.68	23.73
B.A. OR B.S.	4.28	5.16	5.60	4.12	5.76	24.92
OTHER*	5.26	4.85	4.63	3.37	4.50	22.41
TOTAL SAMPLE	4.92	4.74	4.61	3.22	5.02	22.50

*INCLUDES PROFESSIONAL CERTIFICATES AND GRADUATE DEGREES.

MIAMI-DADE COMMUNITY COLLEGE DISTRICT GAA SURVEY: TABLE 5

MEANS ON SCALES BY
WHEN STUDENT ANTICIPATES GETTING THE A.A. DEGREE

	GENERAL ACADEMIC ASSESSMENT SCALES					
WHEN GET A.A.	MATHEMATICS	LITERACY	SOCIAL SCIENCE	HUMANITIES	SCIENCE	TOTAL LIBERAL ARTS
JUNE, 1984	5.29	4.81	4.75	3.42	5.13	23.40
JUNE, 1985 OR LATER	4.67	4.71	4.50	3.04	4.85	21.78
NOT WORKING TOWARD A.A.	4.71	4.61	4.93	3.57	5.75	23.57
TOTAL SAMPLE	4.92	4.74	4.61	3.22	5.02	22.50

MIAMI-DADE COMMUNITY COLLEGE DISTRICT GAA SURVEYS: TABLE 6

MEANS ON SCALES BY REASON FOR ATTENDING COLLEGE

	GENERAL ACADEMIC ASSESSMENT SCALES					
REASON FOR ATTENDING COLLEGE	MATHEMATICS	LITERACY	SOCIAL SCIENCE	HUMANITIES	SCIENCE	TOTAL LIBERAL ARTS
TRANSFER TO 4-YEAR INSTITUTION	5.12	4.84	4.59	3.23	5.05	22.83
ENTRY INTO SPECIFIC OCCUPATION	4.60	4.68	4.56	3.14	4.85	21.82
ADVANCE IN CURRENT OCCUPATION	4.73	4.43	4.79	3.28	5.05	22.28
PERSONAL INTEREST	4.10	4.22	4.75	3.20	5.08	21.35
TOTAL SAMPLE	4.92	4.74	4.61	3.22	5.02	22.50

MIAMI-DADE COMMUNITY COLLEGE DISTRICT GAA SURVEY: TABLE 7

MEANS ON SCALES BY RACE

	GENERAL ACADEMIC ASSESSMENT SCALES					
RACE	MATHEMATICS	LITERACY	SOCIAL SCIENCE	HUMANITIES	SCIENCE	TOTAL LIBERAL ARTS
BLACK	4.09	4.25	4.15	2.91	4.32	19.43
HISPANIC	4.93	4.57	4.50	3.06	4.92	21.97
WHITE	5.31	5.32	5.15	3.84	5.56	25.18
OTHER	5.00	4.42	3.88	2.62	4.57	20.48
TOTAL SAMPLE	4.92	4.74	4.61	3.22	5.02	22.50

MIAMI-DADE COMMUNITY COLLEGE DISTRICT GAA SURVEY: TABLE 8

MEANS ON SCALES BY WHETHER
OR NOT ENGLISH IS THE NATIVE LANGUAGE

	GENERAL ACADEMIC ASSESSMENT SCALES					
ENGLISH IS NATIVE LANGUAGE	MATHEMATICS	LITERACY	SOCIAL SCIENCE	HUMANITIES	SCIENCE	TOTAL LIBERAL ARTS
YES	5.14	5.10	4.95	3.53	5.22	23.94
NO	4.68	4.33	4.22	2.84	4.77	20.84
TOTAL SAMPLE	4.92	4.74	4.61	3.22	5.02	22.50

MIAMI-DADE COMMUNITY COLLEGE DISTRICT GAA SURVEY: **TABLE 9**

MEANS ON SCALES BY CAREER ASPIRATIONS

	GENERAL ACADEMIC ASSESSMENT SCALES					
CAREER ASPIRATIONS	MATHEMATICS	LITERACY	SOCIAL SCIENCE	HUMANITIES	SCIENCE	TOTAL LIBERAL ARTS
ADVANCED PROFESSION	5.46	5.12	4.91	3.52	5.20	24.22
ALLIED HEALTH	4.32	4.50	4.45	2.89	4.59	20.74
APPLIED ARTS	4.73	4.89	4.75	3.35	5.09	22.80
BUSINESS OPERATIONS	4.21	4.59	4.03	2.82	4.77	20.43
MANAGEMENT-SALES	4.95	4.73	4.70	3.03	5.13	22.54
SOCIAL SERVICE	4.58	4.52	4.84	3.55	4.85	22.33
TECHNOLOGIES	5.60	4.42	4.11	2.96	5.29	22.38
TRADES-CRAFTS*	3.00	2.00	5.50	3.50	2.50	16.50
NONE OF THESE	4.27	4.58	4.66	3.26	5.02	21.80
NOT SURE	4.77	5.23	4.82	3.69	4.82	23.33
TOTAL SAMPLE	4.92	4.74	4.61	3.22	5.02	22.50

*CAUTIONARY NOTE: MEANS FOR "TRADES-CRAFTS" ARE BASED ON ONLY 2 PEOPLE.

MIAMI-DADE COMMUNITY COLLEGE DISTRICT GAA SURVEY: TABLE 10

MEANS BY SELF-RATING ON SCALE-RELATED SKILL

	GENERAL ACADEMIC ASSESSMENT SCALES AND RELATED SKILLS				
SELF-RATING	MATHEMATICS WITH RATING ON USE OF ALGEBRA	LITERACY WITH RATING ON EDITING WRITTEN MATERIAL	SOCIAL SCIENCE WITH RATING ON UNDERSTANDING POLITICAL IDEOLOGIES	HUMANITIES WITH RATING ON UNDERSTANDING ART, MUSIC, DRAMA	SCIENCE WITH RATING ON UNDERSTANDING SCIENTIFIC, TECHNOLOGICAL DEVELOPMENTS
POOR	3.49	4.25	3.59	2.67	4.44
FAIR	4.42	4.41	4.16	2.78	4.77
GOOD	5.25	4.91	4.90	3.46	4.97
EXCELLENT	6.16	5.72	5.51	3.84	6.17
TOTAL SAMPLE	4.92	4.74	4.61	3.22	5.02

MIAMI-DADE COMMUNITY COLLEGE DISTRICT GAA SURVEY: **TABLE 11**

MEANS AND PERCENT CHANGE OF MEANS BY
NUMBER OF COMPLETED COURSES IN SCALE-RELATED CURRICULUM

NUMBER OF COMPLETED COURSES IN SCALE-RELATED CURRICULUM	GENERAL ACADEMIC ASSESSMENT SCALES									
	MATHEMATICS		LITERACY		SOC. SCIENCE		HUMANITIES		SCIENCE	
	MEAN	% CHANGE	MEAN	% CHANGE	MEAN	% CHANGE	MEAN	% CHANGE	MEAN	% CHANGE
NONE	4.60	--	4.56	--	4.22	--	2.88	--	4.69	--
1	4.57	-1%	4.90	+7%	4.59	+9%	3.25	+13%	5.24	+12%
2	4.92	+8	4.83	-1	4.61	*	3.40	+5	5.33	+2
3 OR MORE	5.89	+20	4.62	-4	5.04	+9	3.68	+8	5.56	+4
% DIFFERENCE BETWEEN "NO COURSES" AND "3 OR MORE" MEANS		+28%		+1%		+19%		+28%		+19%

*PERCENT CHANGE LESS THAN 1 PERCENT.

MIAMI-DADE COMMUNITY COLLEGE DISTRICT GAA SURVEY: TABLE 12

MEANS AND PERCENT CHANGE OF MEANS
ON TOTAL LIBERAL ARTS SCALE BY TOTAL NUMBER OF COMPLETED COLLEGE UNITS

	TOTAL LIBERAL ARTS SCALE	
COMPLETED UNITS	MEAN	% CHANGE
0-14	21.84	--
15-29	22.00	+1%
30-44	21.84	-1
45-59	23.84	+9
60 OR MORE	24.66	+3
% DIFFERENCE BETWEEN "0-14 "AND "60 OR MORE" MEANS	-- --	+13%

MIAMI-DADE COMMUNITY COLLEGE DISTRICT GAA SURVEY: TABLE 13

MEANS ON SCALES BY RACE AND BY
WHETHER OR NOT ENGLISH IS THE NATIVE LANGUAGE

	GENERAL ACADEMIC ASSESSMENT SCALES											
	MATHEMATICS		LITERACY		SOCIAL SCIENCE		HUMANITIES		SCIENCE		TOTAL LIBERAL ARTS	
ENGLISH IS NATIVE LANGUAGE	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
RACE												
BLACK	4.18	3.77	4.40	3.69	4.37	3.40	2.81	1.74	4.37	3.97	20.14	16.57
HISPANIC	5.50	4.77	4.96	4.46	4.80	4.41	3.43	2.94	5.23	4.83	23.92	21.40
WHITE	5.49	4.49	5.53	4.31	5.39	4.03	3.98	3.18	5.68	5.02	26.07	21.03

TABLES 14 THROUGH 19:
COURSE-TAKING BY RACE

MIAMI-DADE COMMUNITY COLLEGE DISTRICT GAA SURVEY: TABLE 14

NUMBER OF COMPLETED MATHEMATICS COURSES BY RACE, IN PERCENTAGE

NUMBER OF MATHEMATICS COURSES	RACE			
	BLACK	HISPANIC	WHITE	OTHER
	(%)	(%)	(%)	(%)
NONE	27	26	34	20
ONE	29	31	27	25
TWO	17	16	18	19
THREE OR MORE	27	27	21	36
COLUMN PERCENT TOTAL	100	100	100	100

MIAMI-DADE COMMUNITY COLLEGE DISTRICT GAA SURVEY: TABLE 15

NUMBER OF COMPLETED ENGLISH COURSES BY RACE, IN PERCENTAGE

NUMBER OF ENGLISH COURSES	RACE			
	BLACK	HISPANIC	WHITE	OTHER
	(%)	(%)	(%)	(%)
NONE	15	18	16	23
ONE	24	30	35	23
TWO	33	37	33	25
THREE OR MORE	28	15	16	29
COLUMN PERCENT TOTAL	100	100	100	100

MIAMI-DADE COMMUNITY COLLEGE DISTRICT GAA SURVEY: TABLE 16

NUMBER OF COMPLETED SOCIAL SCIENCE COURSES
BY RACE, IN PERCENTAGE

NUMBER OF SOCIAL SCIENCE COURSES	RACE			
	BLACK	HISPANIC	WHITE	OTHER
	(%)	(%)	(%)	(%)
NONE	24	29	23	33
ONE	22	21	26	14
TWO	27	28	27	27
THREE OR MORE	27	22	24	26
COLUMN PERCENT TOTAL	100	100	100	100

MIAMI-DADE COMMUNITY COLLEGE DISTRICT GAA SURVEY: TABLE 17

NUMBER OF COMPLETED HUMANITIES COURSES BY RACE, IN PERCENTAGE

NUMBER OF HUMANITIES COURSES	RACE			
	BLACK	HISPANIC	WHITE	OTHER
	(%)	(%)	(%)	(%)
NONE	27	25	23	38
ONE	34	36	33	18
TWO	23	25	26	21
THREE OR MORE	16	14	18	23
COLUMN PERCENT TOTAL	100	100	100	100

MIAMI-DADE COMMUNITY COLLEGE DISTRICT GAA SURVEY: TABLE 18

NUMBER OF COMPLETED SCIENCE COURSES BY RACE, IN PERCENTAGE

NUMBER OF SCIENCE COURSES	RACE			
	BLACK	HISPANIC	WHITE	OTHER
	(%)	(%)	(%)	(%)
NONE	48	49	38	45
ONE	20	22	25	12
TWO	9	17	17	16
THREE OR MORE	23	12	20	27
COLUMN PERCENT TOTAL	100	100	100	100

MIAMI-DADE COMMUNITY COLLEGE DISTRICT GAA SURVEY: TABLE 19

TOTAL NUMBER OF COMPLETED LIBERAL ARTS COURSES
BY RACE, IN PERCENTAGE

TOTAL NUMBER OF COURSES	RACE			
	BLACK	HISPANIC	WHITE	OTHER
	(%)	(%)	(%)	(%)
0 TO 5	36	41	38	37
6 TO 10	36	33	34	24
11 TO 15	13	14	12	19
16 TO 20	6	7	6	7
OVER 20	9	5	10	13
COLUMN PERCENT TOTAL	100	100	100	100

MIAMI-DADE COMMUNITY COLLEGE DISTRICT GAA SURVEY: TABLE 20

MEANS ON MATHEMATICS SCALE
BY RACE AND NUMBER OF COMPLETED MATHEMATICS COURSES,
SHOWING PERCENT CHANGE OF MEAN FROM NO COURSES TO THREE OR MORE COURSES

RACE	NUMBER OF MATHEMATICS COURSES				% CHANGE OF MEAN
	NONE	ONE	TWO	THREE OR MORE	
BLACK	3.98	4.04	3.93	4.61	+16%
HISPANIC	4.81	4.54	4.90	5.83	+21
WHITE	4.72	4.87	5.58	6.73	+43
COLUMN MEANS	4.60	4.57	4.92	5.89	+28%

MIAMI-DADE COMMUNITY COLLEGE DISTRICT GAA SURVEY: TABLE 21

MEANS ON LITERACY SCALE BY RACE AND NUMBER OF COMPLETED ENGLISH COURSES, SHOWING PERCENT CHANGE OF MEAN FROM NO COURSES TO THREE OR MORE COURSES

RACE	NUMBER OF ENGLISH COURSES				% CHANGE OF MEANS
	NONE	ONE	TWO	THREE OR MORE	
BLACK	5.08	3.93	4.42	3.89	-23%
HISPANIC	4.69	4.79	4.57	4.41	- 6
WHITE	4.30	5.52	5.45	5.79	+35
COLUMN MEANS	4.56	4.90	4.83	4.62	+1%

MIAMI-DADE COMMUNITY COLLEGE DISTRICT GAA SURVEY: TABLE 22

MEANS ON SOCIAL SCIENCE SCALE BY
RACE AND NUMBER OF COMPLETED SOCIAL SCIENCE COURSES,
SHOWING PERCENT CHANGE OF MEAN FROM NO COURSES TO THREE OR MORE COURSES

RACE	NUMBER OF SOCIAL SCIENCE COURSES				% CHANGE OF MEANS
	NONE	ONE	TWO	THREE OR MORE	
BLACK	4.08	4.14	3.98	4.30	+5%
HISPANIC	4.36	4.43	4.53	4.73	+9
WHITE	4.55	4.95	5.24	5.74	+26
COLUMN MEANS	4.22	4.59	4.61	5.04	+19%

MIAMI-DADE COMMUNITY COLLEGE DISTRICT GAA SURVEY: TABLE 23

MEANS ON HUMANITIES SCALE BY RACE AND NUMBER OF COMPLETED HUMANITIES COURSES, SHOWING PERCENT CHANGE OF MEAN FROM NO COURSES TO THREE OR MORE COURSES

RACE	NUMBER OF HUMANITIES COURSES				% CHANGE OF MEANS
	NONE	ONE	TWO	THREE OR MORE	
BLACK	2.27	2.62	3.11	2.89	+27%
HISPANIC	2.91	3.11	3.12	3.31	+14
WHITE	3.24	3.79	3.86	4.73	+46
COLUMN MEANS	2.88	3.25	3.40	3.68	+28%

MIAMI-DADE COMMUNITY COLLEGE DISTRICT GAA SURVEY: TABLE 24

MEANS ON SCIENCE SCALE BY RACE AND NUMBER OF COMPLETED SCIENCE COURSES, SHOWING PERCENT CHANGE OF MEAN FROM NO COURSES TO THREE OR MORE COURSES

RACE	NUMBER OF SCIENCE COURSES				% CHANGE OF MEANS
	NONE	ONE	TWO	THREE OR MORE	
BLACK	4.09	4.88	4.73	4.38	+7%
HISPANIC	4.66	4.99	5.20	5.54	+19
WHITE	5.18	5.55	5.65	6.39	+23
COLUMN MEANS	4.69	5.24	5.33	5.56	+19%

MIAMI-DADE COMMUNITY COLLEGE DISTRICT GAA SURVEY: TABLE 25

MEANS ON TOTAL LIBERAL ARTS SCALE
BY RACE AND TOTAL NUMBER OF COMPLETED LIBERAL ARTS COURSES,
SHOWING PERCENT CHANGE OF MEAN FROM 0-5 COURSES TO OVER 20 COURSES

RACE	TOTAL NUMBER OF LIBERAL ARTS COURSES					% CHANGE OF MEANS
	0-5	6-10	11-15	16-20	OVER 20	
BLACK	19.67	19.75	20.15	18.78	19.27	-2%
HISPANIC	21.80	22.08	22.21	23.63	23.68	+9
WHITE	23.43	24.65	26.41	28.85	30.58	+31
COLUMN MEANS	21.82	22.38	23.17	24.94	25.66	+18%

MIAMI-DADE COMMUNITY COLLEGE DISTRICT GAA SURVEY: TABLE 26

MEANS ON SCALES BY TOTAL NUMBER OF COMPLETED COLLEGE UNITS, BLACK VERSUS ALL OTHER RACES

TOTAL NUMBER OF COMPLETED UNITS	GENERAL ACADEMIC ASSESSMENT SCALES											
	MATHEMATICS		LITERACY		SOCIAL SCIENCE		HUMANITIES		SCIENCE		TOTAL LIBERAL ARTS	
	BLACK	ALL OTHERS	BLACK	ALL OTHERS	BLACK	ALL OTHERS	BLACK	ALL OTHERS	BLACK	ALL OTHERS	BLACK	ALL OTHERS
0-14	3.95	4.75	4.66	4.96	4.15	4.51	2.32	3.20	4.29	4.79	19.37	22.20
15-29	3.72	4.92	4.02	4.99	3.63	4.78	2.42	3.52	4.40	4.95	18.19	23.17
30-44	3.52	5.04	4.10	4.64	4.52	4.30	3.13	3.15	4.19	5.18	19.45	22.31
45-59	5.73	5.60	4.39	4.74	3.92	5.10	3.00	3.45	4.62	5.54	21.65	24.42
60 OR MORE	4.47	5.60	3.90	5.10	4.95	5.17	2.68	3.63	3.84	5.68	19.84	25.20
COLUMN MEANS	4.09	5.12	4.25	4.90	4.15	4.74	2.61	3.37	4.32	5.17	19.43	23.29

MIAMI-DADE COMMUNITY COLLEGE DISTRICT GAA SURVEY: TABLE 27

MEANS ON SCALES BY TOTAL NUMBER OF COMPLETED COLLEGE UNITS,
HISPANIC VERSUS ALL OTHER RACES

TOTAL NUMBER OF COMPLETED UNITS	GENERAL ACADEMIC ASSESSMENT SCALES											
	MATHEMATICS		LITERACY		SOCIAL SCIENCE		HUMANITIES		SCIENCE		TOTAL LIBERAL ARTS	
	HISPANIC	ALL OTHERS	HISPANIC	ALL OTHERS	HISPANIC	ALL OTHERS	HISPANIC	ALL OTHERS	HISPANIC	ALL OTHERS	HISPANIC	ALL OTHERS
0-14	4.75	4.52	4.94	4.89	4.49	4.44	2.95	3.18	4.68	4.75	21.81	21.78
15-29	4.89	4.51	4.77	4.78	4.65	4.45	3.51	3.13	4.85	4.81	22.68	21.68
30-44	4.76	4.76	4.56	4.53	4.10	4.55	2.80	3.45	4.81	5.17	21.04	22.45
45-59	5.42	5.77	4.26	4.99	4.96	4.87	3.17	3.52	5.56	5.26	23.36	24.40
60 OR MORE	5.28	5.61	4.35	5.40	4.52	5.60	3.15	3.80	5.04	5.77	22.34	26.18
COLUMN MEANS	4.93	4.95	4.57	4.91	4.50	4.73	3.06	3.38	4.92	5.09	21.97	23.07

MIAMI-DADE COMMUNITY COLLEGE DISTRICT GAA SURVEY: TABLE 28

MEANS ON SCALES BY TOTAL NUMBER OF COMPLETED COLLEGE UNITS,
WHITE VERSUS ALL OTHER RACES

TOTAL NUMBER OF COMPLETED UNITS	GENERAL ACADEMIC ASSESSMENT SCALES											
	MATHEMATICS		LITERACY		SOCIAL SCIENCE		HUMANITIES		SCIENCE		TOTAL LIBERAL ARTS	
	WHITE	ALL OTHERS	WHITE	ALL OTHERS	WHITE	ALL OTHERS	WHITE	ALL OTHERS	WHITE	ALL OTHERS	WHITE	ALL OTHERS
0-14	4.78	4.56	5.17	4.79	4.77	4.31	3.65	2.78	5.00	4.57	23.36	21.02
15-29	4.94	4.51	5.35	4.49	5.17	4.20	3.75	3.04	5.35	4.56	24.57	20.80
30-44	5.45	4.47	4.86	4.41	4.78	4.15	3.78	2.88	5.90	4.62	24.78	20.52
45-59	5.89	5.49	5.42	4.31	5.31	4.70	3.81	3.15	5.50	5.33	25.92	22.98
60 OR MORE	5.99	5.12	5.75	4.42	5.90	4.63	4.34	2.96	6.43	4.79	28.40	21.91
COLUMN MEANS	5.31	4.77	5.32	4.52	5.15	4.37	3.84	2.94	5.56	4.73	25.18	21.33

APPENDIX

This section contains:

1. Sample items for each of the five field scales.
2. A copy of the front-page questions regarding background characteristics.
3. A sample answer sheet.

MIAMI-DADE COMMUNITY COLLEGE DISTRICT
AND
CENTER FOR THE STUDY OF COMMUNITY COLLEGES

STUDENT SURVEY

Dear Student:

This survey is designed to gain information helpful in planning community college courses and programs. The information it will provide is confidential; your identity will not be revealed in any way. The information will not become part of your college record.

Please complete this survey according to the directions given for the various items. Use the answer sheet provided. Don't write in the booklet.

1. On the answer sheet write in the year in which you were born.

2. On the answer sheet write in the number of units (credits) you have earned at this or any college.

Questions 3-7

On the answer sheet write in the number of college courses you have completed in each of the areas listed below.

3. Communications/English Composition

4. Humanities (for example, Anthropology, Art, Foreign Languages, History, Literature, Music and Philosophy)

5. Sciences (for example, Astronomy, Biology, Chemistry, Geology, Physics)

6. Mathematics and Computer Science

7. Social Sciences (for example, Economics, Sociology, Psychology, Political Science)

8. Did you graduate from:

   (A) a Florida high school
   (B) a high school in another U.S. state
   (C) a high school outside the United States
   (D) Did not graduate from high school

9. Which is the highest degree that you have earned?

   (A) Associate
   (B) Bachelor
   (C) Professional or Graduate
   (D) None

10. If none, by when will you qualify for an Associate Degree?

    (A) June, 1984
    (B) June, 1985 or later
    (C) Not working toward degree.

11. What is the primary reason that you are attending college? (Mark only one answer.)

    (A) To prepare for transfer to a four-year college or university.
    (B) To gain skills necessary to enter a specific occupation.
    (C) To gain skills necessary to advance in a current occupation.
    (D) To satisfy a personal interest.

12. Are you:

    (A) Asian
    (B) Black
    (C) Hispanic
    (D) White
    (E) Other

13. Is English your native language or the language ordinarily spoken in your home?

    (A) Yes
    (B) No

14. Are you planning a career in an area listed below? Please choose only one answer.

(A) Advanced Degree Professions (e.g., engineer, lawyer, physician, professor, accountant)

(B) Allied Health (e.g., nurse, medical technician, physical therapist, dental assistant or hygienist)

(C) Applied Arts (e.g., artist, writer, musician, actor, designer)

(D) Business Operations (e.g., hotel or restaurant worker, bookkeeper, cosmetologist, office machine operator)

(E) Management and Sales (e.g., manager, insurance, stock or real estate agent)

(F) Social Service (e.g., teacher; social, welfare, or recreation worker; law or corrections officer)

(G) Technologies (e.g., engineering, electronics, or laboratory technician, draftsman, computer programmer)

(H) Trades and Crafts (e.g., construction worker, mechanic, automotive, factory, or farm worker)

(I) I don't know

(J) None of the above

Compared to other students at this college how would you rate your ability to do each of the following:

		Poor	Fair	Good	Excellent
15.	Understand the implications of scientific and technological developments	(A)	(B)	(C)	(D)
16.	Understand art, classical music, drama	(A)	(B)	(C)	(D)
17.	Understand different political ideologies	(A)	(B)	(C)	(D)
18.	Edit written material	(A)	(B)	(C)	(D)
19.	Use algebra to solve problems	(A)	(B)	(C)	(D)

PLEASE CONTINUE WITH ITEM 30 ON THE NEXT PAGE

ANSWER SHEET

FORM A

1) 19 ____ ____

2) _____
Number of Units (Credits)

3) _____
Number of English courses

4) _____
Number of Humanities courses

5) _____
Number of Science courses

6) _____
Number of Mathematics courses

7) _____
Number of Social Science courses

Please circle the correct letter

8) A B C D

9) A B C D

10) A B C

11) A B C D

12) A B C D E

13) A B

14) A B C D E F G H I J

15) A B C D

16) A B C D

17) A B C

18) A B C D

19) A B C D

30) A B C D

31) A B C D

32) A B

33) A B

34) A B C D

35) A B C D

36) A B C D E

37) A B C D E

38) A B C D E

39) A B C D

40) A B C D E

41) A B C D E

42) A B C D E

43) A B C D E

44) A B C D E

45) A B C D E

PLEASE TURN THE ANSWER SHEET OVER AND CONTINUE

GENERAL ACADEMIC ASSESSMENT SCALES: SAMPLE QUESTIONS
(All From Form A)

Math Scale Sample

36. Kate averages 10 miles per hour on her bike. At this rate how far will she travel in 90 minutes?

(A) 45 miles
(B) 10 miles
(C) 9 miles
(D) 15 miles
(E) More information is needed to solve this problem

Literary Scale Sample

These instructions are given: Most of the following sentences contain mistakes in punctuation -- comma, semicolon, colon, quotation mark, question mark, apostrophe. (A wrong mark might be used, a necessary mark might be missing, or there might be a mark of punctuation where there should be none.) A few of the sentences are correctly punctuated. Circle the letter on the answer sheet indicating the location of the error if there is one.

44. Samuel Butler asks this teasing question: "Is not a hen only an egg's way
A B C
of making another egg." (No error)
D E

Science Scale Sample

86. Iron combines with oxygen to form rust. One should therefore find that rust weighs

(A) the same as the iron it came from.
(B) the same as the oxygen it came from.
(C) less than the iron it came from.
(D) less than the oxygen it came from.
(E) more than the iron it came from.

Humanities Scale Sample

75. Which of the following artists was <u>not</u> known as an impressionist?

(A) Monet
(B) Manet
(C) Seurrat
(D) Rembrandt
(E) Renoir

Social Science Scale Sample

68. Which of the following forms the basis of all social organizations in folk societies?

(A) Kinship
(B) Cultural homogeneity
(C) Religious belief
(D) The distribution of wealth
(E) The small size of the group

46) A B C D E

47) A B C D E

48) A B C D E

49) A B C D E

50) A B C D E

51) A B C D E

52) A B C

53) A B C

54) A B C D

55) A B C D

56) A B C D

57) A B C D

58) A B C D

59) A B C D

60) A B C D

61) A B C D E

62) A B C D

63) A B C D

64) A B

65) A B

66) A B

67) A B C D E

68) A B C D E

69) A B C D E

70) A B C D E

71) A B C D

72) A B C D E

73) A B C D

74) A B C D E

75) A B C D E

76) A B C D E

77) A B C D

78) A B C D E

79) A B C D E

80) A B C D E

81) A B C D E

82) A B C D E

83) A B C D E

84) A B C D E F

85) A B C D

86) A B C D E

87) A B

88) A B

89) A B

90) A B

91) A B

92) A B C D E

93) A B C D

94) A B C D E

THANK YOU FOR COMPLETING THIS SURVEY. PLEASE RETURN BOTH THE BOOKLET AND THE ANSWER SHEET TO THE PERSON COLLECTING THEM.

ERIC Clearinghouse for Junior Colleges JUN 15 1984